R E P O R T R E S U M E S

ED 019 409 VT 001 827

AREA VOCATIONAL EDUCATION PROGRAMS.
AMERICAN VOCATIONAL ASSN., WASHINGTON, D.C.

PUB DATE 66

EDRS PRICE MF-$0.25 HC-$1.44 34P.

DESCRIPTORS- *AREA VOCATIONAL SCHOOLS, *VOCATIONAL EDUCATION, *PROGRAM PLANNING, COOPERATIVE PLANNING, VOCATIONAL SCHOOLS, *PROGRAM ADMINISTRATION,

SOME OF THE QUESTIONS ABOUT AREA VOCATIONAL PROGRAMS--WHAT THEY ARE, WHAT THEY CAN DO, AND HOW THEY ARE ORGANIZED, ADMINISTERED, AND STAFFED--ARE REEXAMINED TO SHOW HOW EVEN THE SMALLEST COMMUNITIES, THROUGH COOPERATIVE EFFORT AND LARGER ADMINISTRATIVE UNITS, CAN AFFORD THE DIVERSIFIED SERVICES THAT PROVIDE SUPERIOR EDUCATION. FOUR TYPES OF VOCATIONAL SCHOOLS ARE--THE SHARED-TIME VOCATIONAL TRAINING CENTER, THE VOCATIONAL DEPARTMENT IN A COMPREHENSIVE HIGH SCHOOL, THE SELF-CONTAINED VOCATIONAL AND TECHNICAL SCHOOL, AND THE RESIDENTIAL VOCATIONAL AND TECHNICAL SCHOOL. EXPERIENCE INDICATES THAT THE SELF-CONTAINED VOCATIONAL AND TECHNICAL SCHOOL IS THE MOST EFFECTIVE. IN PLANNING AN AREA VOCATIONAL PROGRAM, (1) ENLIST SUPPORT, (2) SECURE THE ADVICE OF THE COMMUNITY, (3) ASSEMBLE FACTS PERTAINING TO NEED, AND (4) WORK OUT PLANS IN DETAIL, PERHAPS WITH PROFESSIONAL PERSONNEL TO ADVISE ON THE SIZE OF THE SERVICE AREA, STRUCTURES NEEDED, PARKING SPACE NEEDED, PERSONNEL REQUIRED, AND THE CURRICULUM OFFERED. OTHER TOPICS INCLUDED ARE STUDENT PERSONNEL SERVICES, PUBLICITY, COOPERATION WITH PUBLIC EMPLOYMENT OFFICES, ADVISORY COMMITTEES, AND USE OF FEDERAL FUNDS. (PS)

ED019409

AREA VOCATIONAL EDUCATION PROGRAMS

VT 001827

American Vocational Association

VT 010 827

ERRATA -- Area Vocational Education Programs

PAGE 4, PARAGRAPH 6, LINE 5 SHOULD READ: "As defined by the Vocational Education Act of 1963, an area vocational school may be:"

PAGE 32, PARAGRAPH 1, LINE 3 SHOULD READ: "...William Penn Loomis, at that time Program Specialist, Trade and Industrial Education, U.S. Office of Education." He never served as State Director in Oregon. William G. Loomis is State Director of Vocational Education in Oregon. AVA regrets the error.

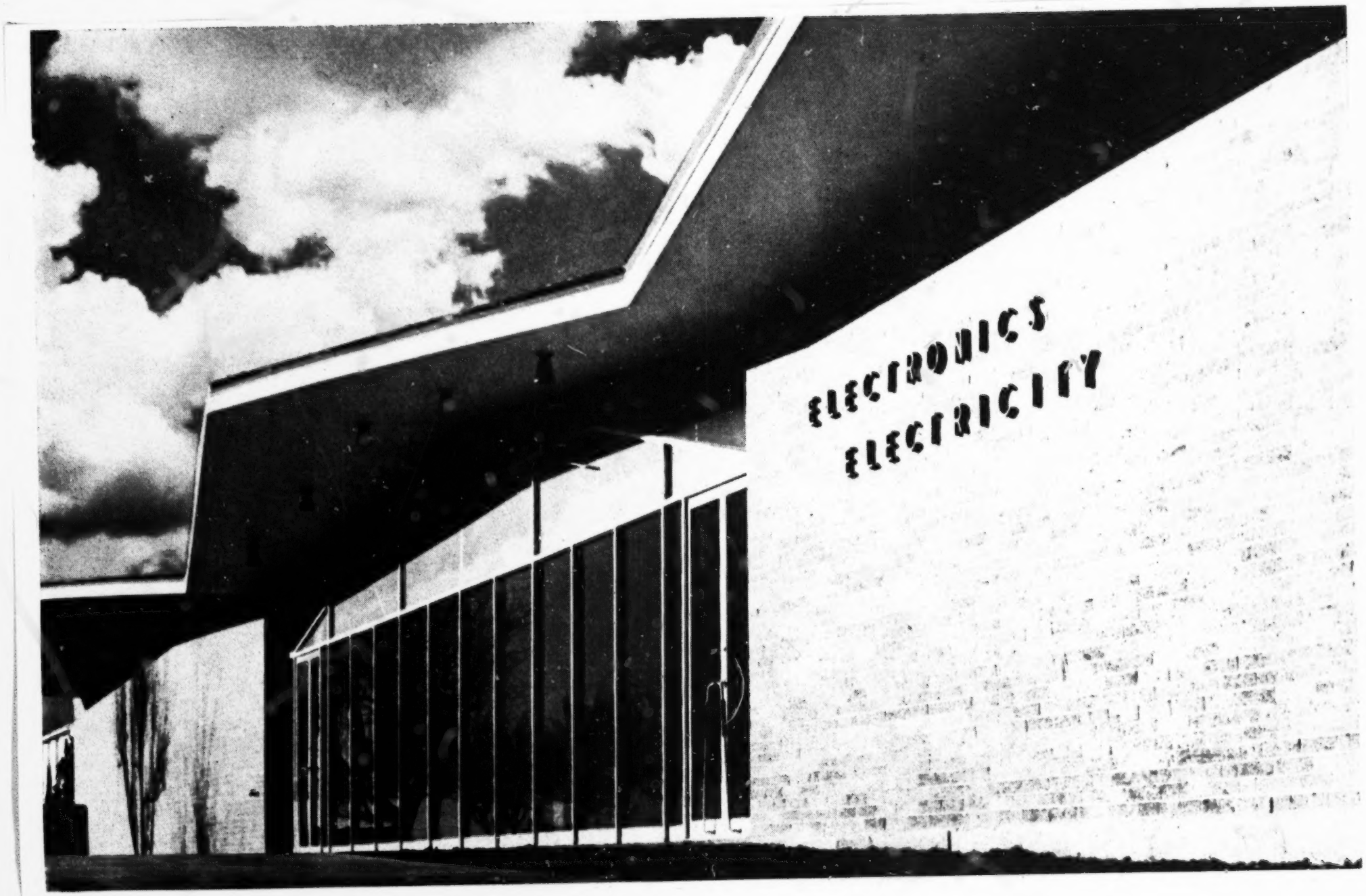
U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

AREA VOCATIONAL EDUCATION PROGRAMS

American Vocational Association

1025 Fifteenth Street Northwest, Washington, D. C.
1966


ELECTRONICS
ELECTRICITY

FOREWORD

This booklet is a revision of a bulletin published under the same title by the American Vocational Association in 1958. Since that time the field of vocational education has seen dramatic changes. The Vocational Education Act of 1963, the manpower training acts and the antipoverty legislation have brought occupational training to the fore as a priority concern of the times. The Vocational Act has also emphasized the role of public school education in meeting manpower training needs and has stimulated vocational educators to seize new opportunities for expanding and improving vocational programs. Area schools, particularly, come into new prominence as a promising means of achieving the expanded and improved programs the Act calls for.

In the years since 1958, vocational educators have gained new experience in establishing and operating area programs. This revision attempts to draw on this new experience and to recapitulate the old so that local planners can add to their knowledge of how to utilize funds now becoming available to serve the occupational training needs of their communities.

Essentially, the purpose of this booklet remains the same as that of the original—to show how even the smallest communities, through cooperative effort and larger administrative units, can afford the diversified services that spell superior education.

Nearly a quarter of a century ago, the AVA, a pioneer in the promotion of the area program concept, published a bulletin entitled *An Enlarged Program of Vocational Education with Special Reference to Larger Administrative Units.* The bulletin presented the salient features of vocational education applicable at the time and articulated the area concept as a means to meet public demand for a more equitable distribution of vocational training opportunities. The foreword stated that "most local schools are in some respect unable either to provide vocational opportunities at all or to offer an extended range of choice. Therefore, the larger unit has been recognized as necessary to the equalization of opportunities in vocational education."

In principle, the message remains the same today. In an attempt to restate it in a climate of new national needs and public support, this booklet reexamines some of the questions about area vocational programs—what they are, what they can do, and how they are organized, administered, and staffed. This does not, however, add up to a blueprint for action. It is intended as a guide for community leaders in solving the problem of how to provide adequate occupational training for all who can profit by it. Hopefully, its contents will be supplemented by the counsel of experienced personnel in the field of vocational and technical education.

Lowell A. Burkett
Executive Director

WHY AREA VOCATIONAL PROGRAMS?

To prepare people for the world of work is one of the imperatives of present-day education. So states the American Association of School Administrators in its 1966 publication, *Imperatives in Education*.

"If economic enterprise is to remain strong and vigorous," say the nation's school administrators, "if the productive capacities of industry are to continue to grow, and if the individual is to remain free to shape his life in a manner of his own choosing and to be master of his own destiny, it is imperative that vocational education programs in all communities be improved and expanded to meet the demands of the times."

But in some communities, schools are still too small and too limited in special facilities to provide the educational services needed to meet present-day demands. This is particularly true now that an increasing number of adults are looking for educational services of all kinds. The public schools today must strive to meet the education and training needs of millions of individuals—adults as well as young people. To meet these needs, a school must be large enough to provide diversified programs, special laboratory and workshop facilities, teaching aids, guidance services and teachers for specialized services.

Programs in vocational and technical education, in particular, suffer if they are not supported with sufficient funds to develop timely curricula, build modern shops, laboratories and classrooms, and acquire up-to-date equipment and supplies. The student potential in the smaller community is not large enough to warrant these expenditures nor the specialized teachers, supervisory personnel, counseling services and vocationally trained administrators necessary to a diversified program.

The area program concept is a constructive and practical approach to providing adequate vocational and technical education. Area programs have two outstanding characteristics. They provide training which leads to employment, upgrading, and updating in specific occupations, and they serve students from more than one community or school district.

Area programs now in existence exhibit a diversity of administrative control, financial structure, enrollments, expenditures, course offerings, and services. There is no single pattern to identify the area program except that it embraces more than a single community or school district. As defined by the Vocational Education Act of 1963, an area program may be:

1. A specialized high school used exclusively or almost so to provide full-time vocational education in preparation for full-time work in industry.

2. A department of a high school used exclusively or principally to provide training in at least five different occupational fields to students available for full-time study prior to entering the labor market.

3. A technical or vocational school providing vocational education predominantly to persons who have completed or left school and who are able to study on a full-time basis before going to work.

4. A department or division of a junior college, community college,

or university providing vocational education in at least five different occupational fields, under the supervision of the state board of vocational education, and leading to immediate employment but not towards a baccalaureate degree.

Since it serves a wide geographical region, the area school has not only the student potential but also the necessary additional financial resources to draw on. An area program operated by a state, by a county, cooperatively by school districts, or cooperatively by the state and several local communities, can offer training opportunities beyond those normally available in a single district.

Metropolitan school systems, because of the concentration of their student population and the variety of their offerings, lend themselves particularly well to the area concept and many cities have moved to this type of organization for their vocational programs. Area programs have special significance also for youth and adults in rural areas and small communities, and for those whose jobs or job opportunities have been changed radically by technological advancement.

Rural youth, in large percentages, are leaving the farm for cities and towns to seek jobs in business and industry. It is well known that most of these young people will leave (or have left) their high schools unprepared for their life's work simply because the majority of rural and small community high schools have provided only a limited curriculum in both general and vocational education. Quite often youth and adults from rural areas enter the labor market at the lowest unskilled levels; their potential productive powers are consequently lost to the nation. Area vocational and technical programs with their diversified offerings can extend training opportunities to rural youth comparable to those in larger communities and thus save this lost manpower.

Needed Manpower

Nor is manpower fully utilized when employees are unable to get the retraining and technical knowledge required to keep the jobs they are in or to accept new jobs resulting from advances in science and technology. Few vocational and post-secondary schools now have the facilities or funds to provide all of the specialized occupational training that business and industry in their vicinities require. And since on-the-job training cuts down on valuable production time, relatively few industrial plants give their workers the training necessary to keep them up-to-date. Centralized vocational-technical programs for retraining workers will help solve the problem of vocational adjustment for workers on the job as well as ease the shortage of adequately trained new personnel.

Area vocational education programs also promise assistance in solving one of our nation's most pressing problems—the acute shortage of mechanics and technicians. In this age of automation when our work force is required to design and use complex machinery and processes, the need for technically competent manpower is compelling. Studies show that the ratio of technicians to engineers is constantly increasing.

The need for technically trained manpower can be met through the expansion and extension of existing vocational-technical training pro-

grams as well as the establishment of new ones. The vocational-technical programs now scattered throughout the United States are already geared to realistic, occupational standards acceptable to business and industry. But they are still too few. To meet the manpower needs of our times, we need to expand these programs as well as initiate new ones.

Programs in technician training should be based on sound principles and not tacked on to the curriculum of a secondary school or even to that of existing vocational schools. Technical courses require specialized equipment and facilities and specially trained, skilled instructors who can give both practical and technical instruction. However, once an adequate program is established, it can, if centrally located, serve potential students from a wide area.

Supply and Demand of Labor

The area program may also offer a solution to the problem of maintaining a proper balance between the supply and demand for trained workers in specific occupations. In some occupations the demand for skilled workers is low. The present tendency is to establish training programs for these occupations indiscriminately throughout the state. This practice may give us too many workers with too little training. Centralized facilities serving a wide area but restricted to students selected for preemployment training in the limited occupations would appear to be a more efficient approach.

Service to Young and Old

Area vocational programs were originally conceived as educational services for individuals still in the compulsory school-age bracket. They have since been extended to serve men and women out of high school who feel the need for additional education and training to gain employment and to advance on the job. Older persons who may not have had a chance for special training or who desire to change their occupations, as well as employed workers who require additional skills and knowledge to keep up-to-date in their chosen occupations, are all candidates for admission. Area programs are particularly well suited, also, to serve the needs of young persons who want post-high school occupational training. In most courses for adults and out-of-school youth, admission and continuance is based on the individual's ability to profit from the instruction given.

As scientific discoveries and technological advancements are absorbed by industry, new employment opportunities emerge. Exploding technology and automation require not only new skills and knowledge but, in many instances, greater depth of training. This in turn calls for teaching staffs that are knowledgeable in new materials, processes and facilities, and especially competent to serve all age groups. Technological progress has made expansion, improvement and flexibility in vocational and technical programs imperative. *Because of its diversified offerings and flexible scheduling patterns, the area vocational program is especially adapted to meet the manpower needs of our times.*

ADMINISTRATIVE PATTERNS

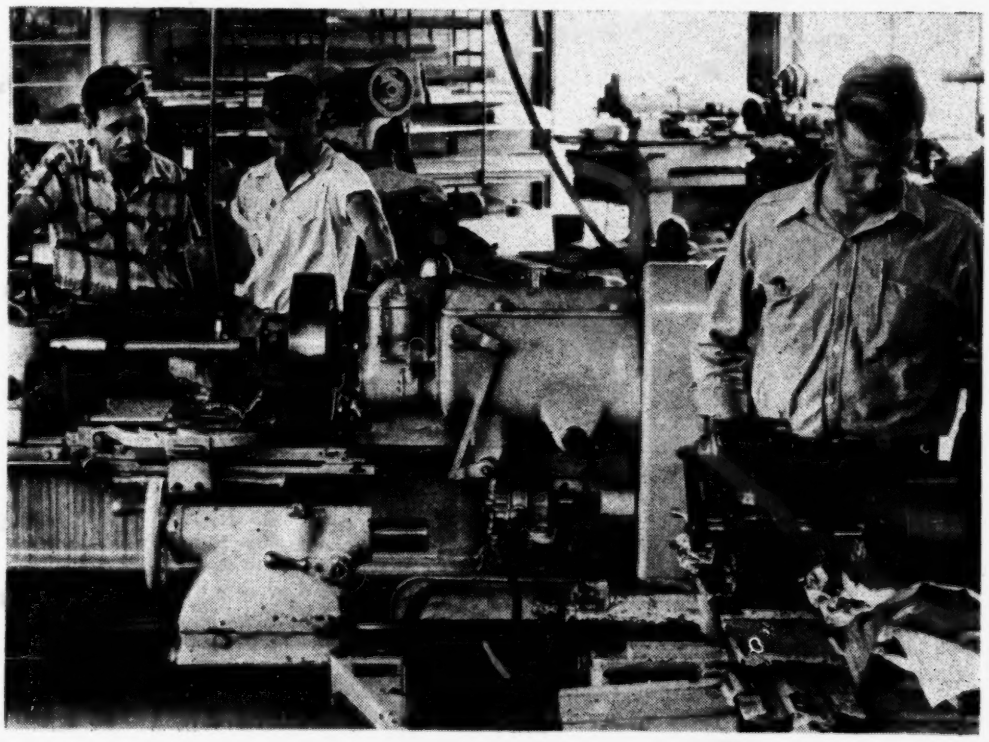
State Schools

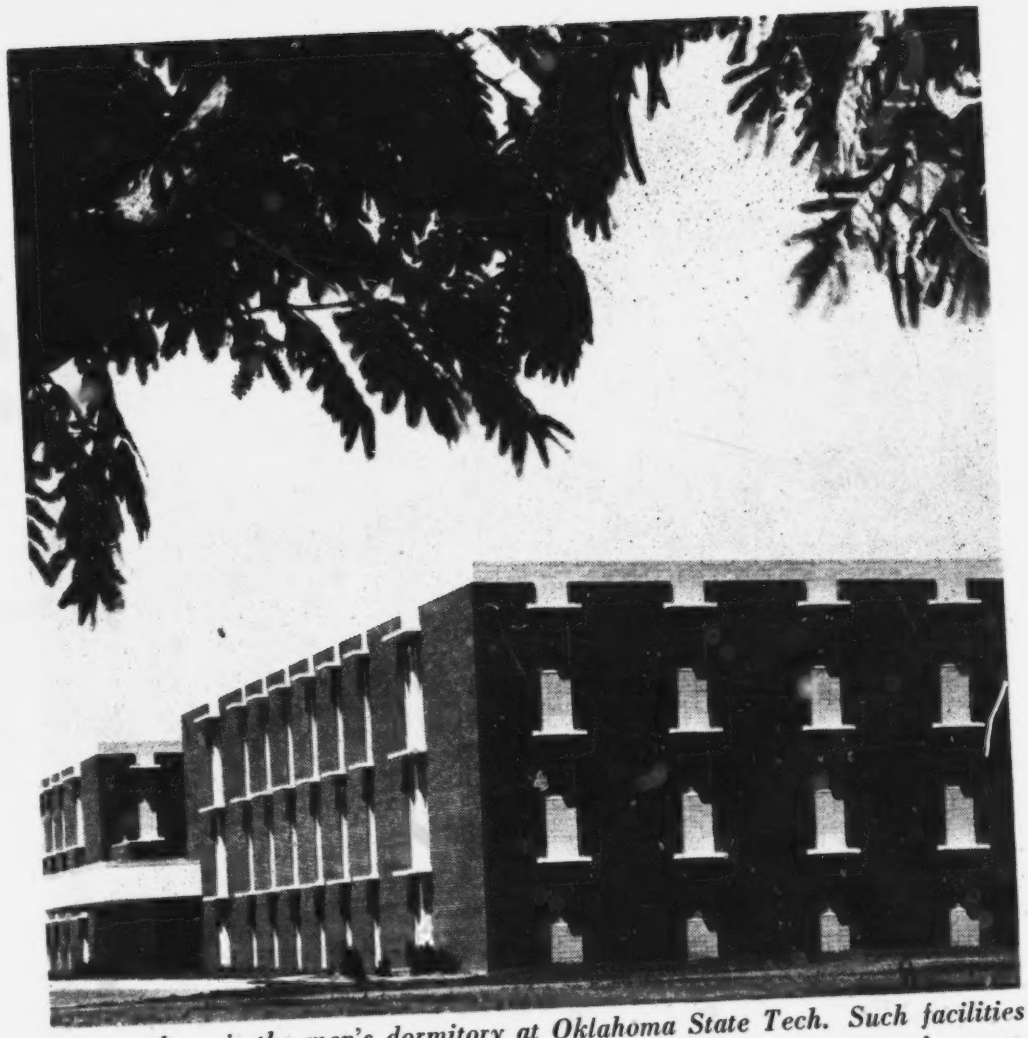
In some states, the administration and control of area vocational programs rests completely with the state board for vocational education. The board is vested with authority to select the location, designate the area to be served, purchase or accept title to land, build or renovate facilities, determine the curriculum, employ personnel, and operate one or more vocational-technical schools. Once established, the schools are administered directly by the state board for vocational education through the specialized staff of the vocational education division. Operative costs are met through state education funds (including such portions of federal vocational funds as the state may designate). In some cases, students may be required to pay tuition fees to help defray the cost of their training; in others, the school district may bear part of the cost.

State-operated area programs may be organized on several different patterns. Some programs serve designated geographical areas and offer training in a diversity of occupations. Under this pattern, the state is normally divided into areas of logical size; the program is located strategically within the designated area and offers occupational training to meet the employment needs of the region.

Other state-operated schools may be specialized, teaching only one or two occupations and drawing students from the entire state, and some-

Some state-operated schools offer specialized training for students statewide; others serve designated areas, but offer training in a variety of occupations. Below, machine shop in a state vocational trade school.





Shown above is the men's dormitory at Oklahoma State Tech. Such facilities are a consideration where the program is planned to serve an extensive area.

times from surrounding states. In certain cases, two or more states have found it feasible to cooperate in the establishment of a joint-area school program.

Where state-operated schools draw students from a wide area, dormitory facilities are often included.

County or Multi-County Programs

The county, an administrative unit of long standing in the public school systems of this country, is in many states a logical geographical unit on which to base an area program. Many counties are large enough to provide both sufficient taxable wealth to support an up-to-date vocational education plant and enough students to justify training programs in many different occupational fields. When the demand warrants it, a single county can set up several programs without adding new administrative machinery. All that is necessary is to establish a vocational division in the county board of education and staff it with vocational education specialists. A

separate county board for vocational education has also worked out successfully.

If counties are sparsely populated or financially handicapped, several may join together to provide needed vocational training in one or more schools. To administer such a joint program, it may be necessary to establish a special area board with representatives from each county.

Patterns of Local Cooperation

Some communities have shown great ingenuity in meeting training demands through cooperative procedures. Retaining control of the program through their local boards of education, school districts have pooled their resources in a variety of ways. In some cases, they have joined together to operate a single, separate vocational school to serve students from all of the cooperating districts. The school in this case is administered by a special board for vocational education made up of representatives of each of the participating districts. It is supported by proportional contributions from the several districts and from state funds. Transportation to the school is provided either by the individual districts or by a single bus service supported from the general fund of the special board.

Another cooperative arrangement is the decentralized system in which several districts pool their vocational training resources, with each cooperating school specializing in a limited number of occupations. Students are transported from one school to another for their vocational studies and remain in their home schools for their general studies. If four schools, for instance, participate in a decentralized plan and each offers training in three occupations, they can make 12 vocational courses—with corresponding opportunities for apprentices and out-of-school youth and adults—available to the area. The cost is generally shared by all the cooperating schools on a per-pupil basis.

The decentralized system does not necessarily involve the construction of new facilities and it assures the use of all existing buildings and equipment. However, it lacks the advantages of the separate vocational school conducted as an independently operated unit (see page 12), and generally increases administrative problems.

Another form of local cooperation is feasible if the city vocational schools open their doors to students living beyond the city limits. Under such an arrangement, a vocational school maintains its position in the city public school system but extends its facilities to youth and adults in the surrounding area who have no other access to vocational training opportunities. Financial arrangements may be developed between the city board of education and each of the outlying districts from which students enroll. The service is usually extended to individuals on a tuition basis and the student provides his own transportation and/or housing. This method of extended school services has been in use in some states for a number of years. It has several disadvantages, the major one being that prospective students from the operating district have priority, sometimes to the exclusion of outsiders.

TYPES OF SCHOOLS

The varying administrative patterns just described involve schools of several different types. In general, the four types of vocational schools found throughout the country are (1) the shared-time vocational training center, (2) the vocational department in a comprehensive high school, (3) the self-contained vocational and technical school, and (4) the residential vocational and technical school. The latter is a variation of the self-contained school with the added features of a campus setting. Each reflects the viewpoint of local education authorities and the state department of education and each possesses certain advantages and disadvantages.

Experience indicates however that the self-contained vocational and technical school is the most effective from the standpoint of administration, well-trained graduates, effective industrial relationships, and tangible contributions to our national economy.

Other types of area programs include specialized programs and programs offered by junior colleges and technical institutes.

Shared-Time Vocational Training Center

A shared-time vocational center is usually a separate building housing mainly shops and/or laboratories for vocational or technical courses only. Students are sent or transported to this center on a part-time basis—part of a day, part of a week, alternate weeks, or according to some other shared-time arrangement. When they are not at the vocational center, students study non-vocational subjects and participate in other activities in their local high schools. Several local high schools cooperate in sponsoring and supporting the training center under a special administrative unit set up for this purpose. In variation of this plan, each cooperating high school, by agreement, specializes in certain occupational areas, as described on page 9.

One advantage of the shared-time center is that the pooling of resources lowers the cost to each school and makes it possible to offer a greater variety of shop choices. Small high schools, which could do little or nothing alone, can thus offer flexible programs of vocational training. Moreover, the training is likely to be of excellent quality because in most cases the center is administered and operated by experienced vocational educators.

Students have the advantages of courses of a general educational nature which sometimes are not available in self-contained schools. They retain an identity with their home school, receive their diplomas therefrom, and are able to participate in its extra-curricular activities.

Among the disadvantages are the difficult coordination problems that arise. The daily schedules of local school classes must be coordinated and timed to get vocational pupils to the center at the same time. Uniform annual school calendars are necessary. Cost sharing, reporting and the keeping of records are difficult to arrange. Division of responsibility and authority causes confusion among principals, teachers, and students; and

because the program is often considered an interim step toward the self-contained school, the staff may not give it complete loyalty. Students themselves often dislike the arrangement. They dislike traveling back and forth, and because of divided loyalties and responsibilities, they feel they belong really to neither school.

Transportation is a major difficulty, particularly if there are wide differences in travel distances and complicated transportation patterns. Considerable instructional time is lost, attendance and control problems increase when pupils move between buildings which are often miles apart, and excessive absence during the academic part of the program is a tendency.

Comprehensive High School

The comprehensive high school is organized to serve all of the students of high school age in the community. It provides for as many of the needs and interests as resources permit, among them, occupational training needs. If the school is large enough, the educational program will include training for such fields as business and office occupations, trades, service occupations, agriculture, home economics, and distributive occupations. The curriculum is occupationally oriented for the students preparing to work in a chosen field upon leaving school.

The comprehensive high school is a "neighborhood" school; students are usually close to home or within reasonable travel distance, and they remain with neighborhood friends and associates all the way through high school. The school is considered responsive to needs of students because it is relatively easy for them to change courses as circumstances and goals change. Comprehensive high schools offer a wide range of extra-curricular opportunities in sports, music and club activities and the larger schools have extensive facilities for taking care of students with special psychological, emotional and physical needs.

The vocational department is usually too small however to provide training in a variety of occupations for both boys and girls, and because the teachers have had little or no vocational or technical experience in related occupations, there may be insufficient instruction in mathematics science and technical subjects related to the occupations taught. Industrial arts, common in the comprehensive high school, is sometimes used as a substitute for vocational preparation and consequently becomes neither adequate industrial arts nor effective vocational education.

Too often the administration and non-teaching staff are interested primarily in college preparatory courses; counseling, for instance, is usually college oriented. Obvious social distinction in the treatment of both students and teachers is a possibility, with the result that the vocational program becomes a dumping ground for the less able students and the discipline cases.

The staff has little direct contact with labor and industry and consequently two important aspects of any vocational program—advisory committee work and placement of graduates—are often neglected. The adult vocational program is usually limited.

Self-Contained Vocational-Technical School

The self-contained vocational-technical school offers the same general basic education courses that are required in any high school. It may provide its own athletic teams, special clubs, and the student activities found in any comprehensive high school. Emphasis is placed on preparation for entry into profitable employment in a chosen occupation.

Many self-contained schools operate successfully in the larger cities and, in some cases, are being extended to serve two or more districts outside the metropolitan area. Students apply for admission and, when accepted, transfer from their local high schools. Upon graduation they receive a high school diploma from the vocational school.

The student in the self-contained school is given an opportunity for pre-employment training in a wide variety of skilled trades and technical occupations while at the same time studying academic subjects required by the state for a vocational high school diploma. Since selection is practiced, the student body is likely to be exceptionally responsive to learning. The students selected are those who demonstrate a sincere desire to learn and who are most likely to succeed in their chosen occupational field. Competing in such situations, they have better chances of rising to leadership roles than in a comprehensive high school.

There is a clearly defined and specific singleness of purpose on the part of every staff and faculty member. Shop and laboratory teachers feel responsible for the individual programs of each student to the point of placement after graduation.

In the case of a county or area system, the school exercises independent control and independent financing and therefore is free of competition from other educational divisions or departments. Greater flexibility gives the self-contained school a better opportunity to adjust the curriculum to economic and technological change. Close working relationships with local industries and labor unions are maintained, resulting in favorable placement opportunities for students. Many students also have opportunities while still in school to work at part-time jobs related to their vocational training.

The self-contained vocational and technical school qualifies for federal aid for both construction and operational expenses.

Some of the disadvantages claimed for the self-contained vocational school can perhaps be more accurately described as biased concepts. Many educators accept the comprehensive high school as ideal, and almost automatically reject the separate vocational-technical high school because it does not fit this concept. Since the vocational school is not a college preparatory program, it denotes inferiority in the minds of many parents. The idea that "it is a fine school for the boy next door but not for my son" is sometimes difficult to overcome. (This attitude frequently changes when parents become acquainted with a dedicated faculty and the quality of its performance.)

Some real disadvantages might be that students sometimes have to travel longer distances to school, that they find it difficult to break away

from neighborhood school ties, and that the extra-curricular activities are sometimes limited.

Residential Vocational and Technical School

The residential vocational and technical school offers the student the benefits of campus life, gives him the prestige of going away to school, tends to enhance the value of vocational education in the parental mind, and has many other advantages. Since it can provide housing for students who live too far away to commute and since it is not restricted to serving business and industry in the local community or state, the residential school can serve a larger area and a wider segment of the population.

The larger enrollment in the residential school permits it to offer a variety of courses to students who have a wide range of goals, ability and experience. It is in a position to attract highly specialized instructional personnel and to maintain the quantity and variety of costly training equipment needed to prepare students for a wide variety of occupations. It can thus offer appropriate vocational education for each student.

In its campus environment, it creates an atmosphere for well-rounded social adjustment. It provides students with many experiences that help them to make decisions without parental advice, to grow in maturity, self-confidence, and self-direction.

The give-and-take of dormitory life and out-of-class activities have a positive effect on quality performance in the shops and laboratories and students who possess inherent leadership qualities are encouraged to become leaders in their own fields. A residential campus also offers the opportunity for tighter control over the student's time and permits school authorities to use outside resources to present a diversity of programs, both related-technical and cultural in nature.

Living on campus permits the student to utilize time that ordinarily would be spent in commuting and thus affords opportunities for further development of talents outside his chosen vocation. Students can participate in bands, glee clubs, dramatics, and athletic programs.

The residential school encourages employment mobility. Students who leave home to get their vocational training have already made the break and are more inclined to relocate as job opportunities dictate.

The residential school is an entity and thus creates a situation in which students' newly acquired skills can be customer-tested. School administrators, families, and fellow students can utilize the services of students in making jewelry, repairing radios, TV sets, household appliances, etc. The school provides an industrial-educational environment in which students in the various shops can take care of building and equipment maintenance and repair, and thus gain practical experience.

Programs in Junior and Community Colleges And Technical Institutes

The term "junior college" is generally applied to institutions that offer the first two years of a four-year college curriculum. Junior colleges enable students to take their first two years of college work close to home

and make the transition to four-year institutions easier for them. The junior college is a local responsibility and in some cases offers a vocational education program.

Community colleges and technical institutes offer two-year vocational-technical programs to high school graduates and adults on an area basis. These programs are primarily terminal; they do not lead to a baccalaureate degree, but in some cases associate degrees are granted. Two-year community colleges are operated under various kinds of local control and are under the general supervision of the state department of education.

Technical institutes may be operated by the state board for vocational education, as part of a university, or they may be under some other administrative structure. The trend in both types of institution is to special boards of trustees which have complete responsibility for administration. If at all possible, this arrangement is preferable. Private institutions have also played a significant role in training skilled technicians.

It has been demonstrated that technical institutes and programs in community colleges are most effective in training technicians who are in great demand throughout industry. The skills and technical knowledge necessary for occupational competency in various fields are such that they cannot be adequately acquired in a 12-year public education program. Additional educational opportunities are called for—not only for high school graduates but also for all persons who wish to continue their education to keep in step with the new demands of their jobs.

It is essential that the vocational and technical aspects of the community college curriculum be administered and supervised by persons who have had a substantial background of vocational and technical experience.

In depth supervision is imperative in order to keep the educational program realistic and to make sure that it meets the current and projected requirements of selected occupations. Courses should be oriented toward specific preparation for employment and geared to occupational demands. Community colleges should make available—in addition to their two-year programs—a variety of courses to meet the needs of adults who wish to enroll for self-improvement purposes. To render maximum service, they should offer these courses several hours each evening for at least five nights a week.

The community college has a definite function to perform—but it is not the entire solution to the problem of satisfying the acute need for effective vocational education. Essential also is a wide distribution of vocational high schools where boys and girls from 14 to 19 can find occupational training to fit them for profitable employment. Unless we establish such a network, the dropout problem will become more acute and the manpower shortage more serious.

Specialized Programs

Specific programs in occupational training can be offered on an area basis without provision of additional facilities. Any vocational school or department can extend the training facilities of one or more of its courses

to students from a broad area, thus establishing an area program in certain fields while retaining all other aspects of the vocational curriculum on a local basis. For example, special facilities for programs in graphic arts or practical nursing in one school district may serve several counties or an entire state.

Specialized programs are particularly important in helping to meet the need for technical training, especially of adults. Because technical education generally requires a different type of equipment from that of the trade preparatory courses, it often is not possible for every local school to provide the necessary facilities. Workers are usually willing however to commute considerable distances to a central location for training courses that give them real service and offer the promise of securing better positions.

Modern laboratory facilities are essential to the success of licensed practical nurse programs.

STARTING AN AREA PROGRAM

The variety of organizational structures in existing area programs makes it difficult to formulate set rules for establishing a new program. Each state and community should approach the area concept in terms of its own economic and manpower needs. The area program is a flexible program. It can be adjusted in a variety of ways to provide training for people relatively close to home that will qualify them for jobs wherever they may be.

Leadership in the establishment of an area program can come from either the state or local level, but in either case, the planners should be thoroughly familiar with existing state school laws (particularly the state plan for vocational education) and the federal acts pertaining to vocational education.

State Legislation

Some states have already recognized area programs as the solution to the problem of equalizing educational opportunities and have passed legislation enabling the state board of education to establish and operate such programs. In such cases, the state board for vocational education may take the initiative in determining the locations for new area programs. State authorities must of course work closely with local area school officials and advisory committees. The role of the local people is to cooperate with state officials on planning and organizational details. Although state laws may call for state-operated schools, it is always possible for local officials and interested laymen to request that an area program be established in their community. They should of course have the facts to support their request.

In some states, school laws are permissive, allowing a school board or several boards to establish area programs as they deem necessary. In some cases, these programs are organized in addition to state operated schools. In any case, the initiative stems from the local communities. To get the necessary support (in the form of bond issues, school taxes and election of the necessary administrative boards), the school officials and laymen concerned must convince local citizens that an area school will benefit the community. In all cases, the action taken must be in accordance with state laws and regulations.

Some states still have no legislation covering area vocational programs. Here the task of the local citizens is to work toward state school laws that will permit them to establish the regional programs needed. Enabling legislation is generally a necessity.

Planning Procedures

Once the vocational educators and the public are convinced that an area vocational program will be an asset to their community, a series of planning steps is required. The following suggestions may be helpful.

1. Enlist support. Seek the support of state and local school authorities

A carefully planned area program reflects the employment needs of the community it serves, but looks beyond the community to serve the training needs of its students. Above, E. C. Goodwin Technical School, New Britain, Connecticut.

and leaders in business and industry, request help and advice from the state director of vocational education, and make a thorough examination of all state laws relating to vocational education. If a basic organization for area vocational schools has been established by law, the proposed plan should conform to it.

If state and federal funds are to be used, the proposed plan must meet the minimum requirements established in the state plan for vocational education. State officials will provide copies of the rules and regulations, and information on available funds, acceptable standards, instructional materials, teacher training, and licensing. They can also keep local planners advised on what other communities in the state are doing.

Local administrators of the general education program should be approached at the start. Any new vocational education development will affect their administrative tasks and the proposed program must mesh with their educational programs. In fact, one of the greatest potential pitfalls for the success of an area vocational program is the failure to integrate it with the existing public school system of the community and failure to cooperate fully with local boards and local school officials. Local school boards and officials should be consulted from the start.

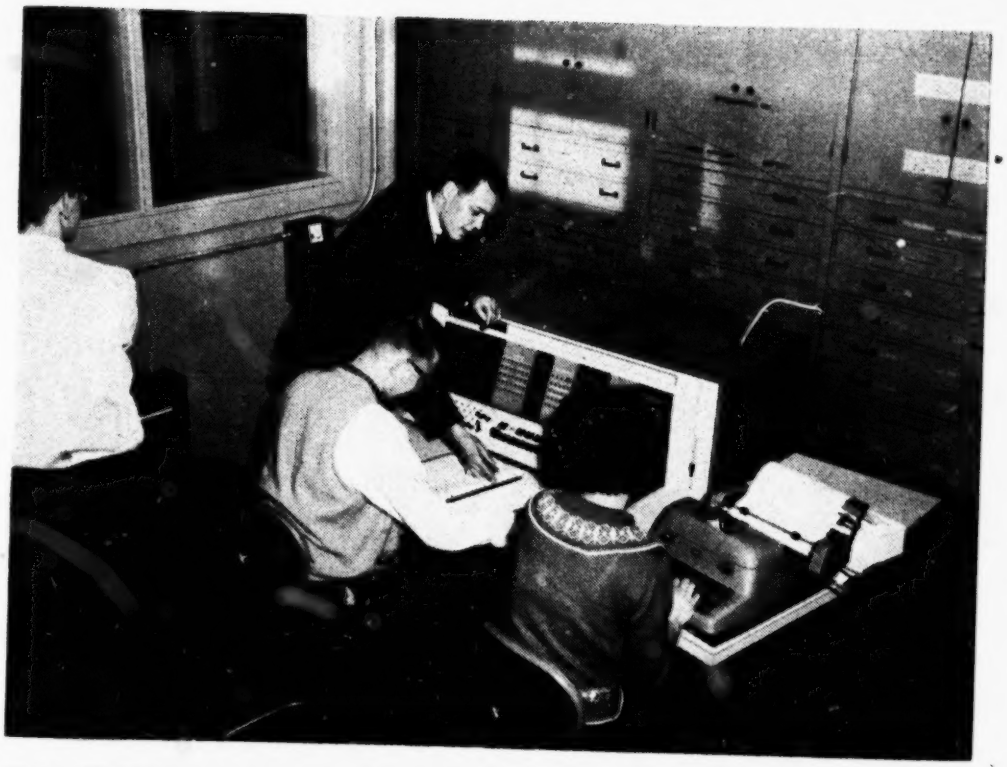
2. *Secure the advice of the community.* One or more advisory committees should be organized to help gain public support and determine the

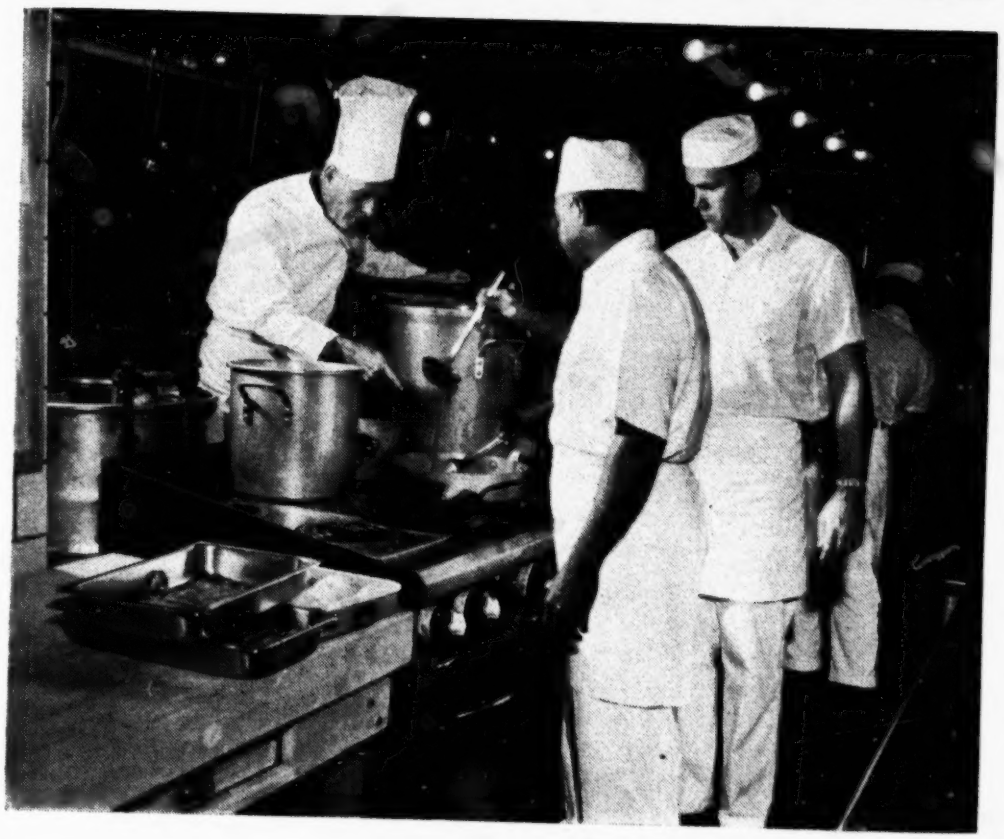
needs of the program and the organization of the curriculum. These committees should include spokesmen for organized groups, influential persons in the region, and those who actually employ and supervise workers. General advisory committees, as well as special craft committees for the various occupations, are essential even at the earliest stages of planning. These committees should be initiated at the local level. (See page 29.)

3. Assemble facts pertaining to need. The single most important step in the planning is to ascertain the needs for vocational training and the advantages that will accrue from a larger administrative unit. Techniques that can be used to gather these verifying data include community surveys, industrial surveys, meetings of interested citizens, conferences, additional advisory committees, follow-up studies of school graduates, student-interest inventories, comparisons with other areas, and a study of existing area programs. (Surveys made by outside agencies and groups may be accepted if they are up-to-date, relevant, conducted by a reputable organization, and based on fact rather than opinion.) Among factors that should be examined are the following:

- Potential students: How many people live in the areas involved? How dense is the population? Is the population growing or declining? What are the age levels?
- Economic status: What is the present labor force of the area? What are the chief sources of employment? Are the occupations permanent or seasonal? Is there unemployment; if so, is it due to lack of training? What are the prospects for new industries and occupations? What training will be needed?
- Employers: Do employers do their own training? Will they cooperate with the area training program? What are their needs for training and retraining? Is there a need for upgrading the skills of employed adults?
- Youth: Do the youth stay in the area to secure jobs? If they leave, where do they go for employment? What kind of jobs do they get? What are the students' occupational interests? What are their post-high school educational plans? What kind of preparation would they like to have?
- Financial: What are the costs of operating vocational education in the present facilities? What will be the costs of an area program? What sources of financial aid are available?
- Transportation: What are the transportation problems involved? What is the condition of the roads in the area? How many school buses are in operation?

4. Work out plans in detail. Once the vocational training needs are determined, the leaders must begin careful, detailed planning. At this stage of development, it may be advisable to select educational consultants, legal counsel, an architect, and other professional advisors. Many questions—concerning organizational pattern, optimum size, curriculum, transportation, dormitories, personnel, building costs, operating budgets, etc.—will need to be answered. Some of these are discussed in the next section.





The enrollment area should be large enough to warrant a variety of training.

PLANNING IN DEPTH

How Large Should the Service Area Be?

The desirable size of the service area depends upon many factors, including population density, organization of existing school districts, geographic features, school enrollment, school and community interests, facilities for transportation, financial resources, training needs of the employment area, needs of youth and adults, existing vocational education facilities and, of course, the curriculum for the proposed program. In all cases, however, the area should be extensive enough to provide an enrollment sufficiently large to warrant varied curricular offerings under efficient and economical operating conditions.

Logically, the attendance area will be determined by the number and location of school districts that can be organized most advantageously for efficient operation and convenient transportation of students. The need for programs and course offerings is based on requirements and opportunities in an employment area that may transcend the school area.

Several states have set up rule-of-thumb methods for determining the attendance area. To qualify for federal funds, however, states must establish the minimum number of students necessary to justify course offerings in at least five occupational areas.

How Should the Program Be Housed?

Area school planners should not be satisfied with cast-off buildings or dilapidated structures in out-of-the-way locations. The new school should reflect the pride that citizens take in their vocational program as an educational and economic asset. The construction of new buildings, though desirable, is not always feasible in the establishment of an area vocational program. There are however a number of ways—depending upon the financial resources of the area and the demands of the program—to house the program.

- If the budget permits, a completely new structure designed specifically for vocational instruction should be built.
- If additional space must be provided but funds are limited, a less expensive building may be erected. While it may lack certain desirable features, it can still serve the program adequately. In all circumstances, the building provided should meet the state's standard requirements.
- Where the new service is an expansion of an ongoing program, it may be necessary only to add existing facilities.

In all cases, the school facilities should be such that they can be made available from early morning until late at night to meet the training needs of the area.

The following paragraphs describing a "truly well-planned area vocational school" are taken from the U.S. Office of Education publication, *American Education.**

---

* "Area Vocational Schools," by Michael Russo. *American Education*, June 1966. Excerpted with permission from the editors.

"The shops and laboratories of the ideal school should be developed around an occupational cluster, partitioned with acoustically treated removable walls. Rooms on both sides of a conventional corridor might well be modified to achieve fuller use of these corridors and still not overlook traffic patterns or safety codes and regulations. Sometimes a corridor can become part of a larger related unit. It has been found that lining corridors with lockers is not the best utilization of space. Lockers could be installed in a cross-sectional corridor unit with doors going to the outside; this would minimize traffic and leave the larger corridors to be used for individual study carrels. To avoid confusion, locker rooms, dressing rooms, and showers for use of evening students should be separated from those for the use of day-school students.

"Laboratories should be adaptable to changes which may be brought on by technical advances in science and industry. The mechanical and electrical services of these laboratories should be planned so that when new automated equipment is added to the school's facilities it can be installed at minimum cost.

"On shop layouts, machines should be grouped so that they may be used by single-skill classes as well as multi-occupational classes. Space for storage of materials, tools, and projects should be planned. The possibilities of incorporating into the school system a large central storage unit, which could also be used as a teaching station, should be considered.

"One of the most neglected of all elements in vocational schools has been the library. Small specialty reference libraries are no longer enough. There should be a large central library which will serve all the people in the community as a vocational-technical education resource center. These libraries should be properly staffed, and shelves should be fully stocked with the latest reference books and periodicals.

"Great demands are placed on the use of lecture halls in an area vocational school. Sometimes a classroom-sized lecture hall is adequate but often—particularly for evening and night classes—large ones are needed. These should offer all students an unobstructed view. A round, stadium-type room is often advisable. Rooms of this kind should be designed not only for lectures and visual aids but also for heavy track systems and turnstile floor areas for use of equipment. The ideal lecture hall, therefore, should become a truly educational unit, one which can be divided into a number of smaller rooms but still be used as a large hall when needed.

"Thoughtful vocational educators everywhere are enthusiastic about installing built-in equipment, creating facilities for film demonstrations, providing closed-circuit TV systems, and varying the size and shape of classrooms and lecture halls. The word in contemporary vocational schooling is 'modular.' The well-planned school is one that can change with the times, one in which a room or facility can be added or eliminated without upheaval.

"Since area vocational schools must train all who qualify, the school buildings should be designed to include features to accommodate physically handicapped students.

"A ramp, rather than stairs, and a larger entrance door, perhaps elec-

tronically controlled, should be planned. Other special facilities that are needed include interior ramps with grab bars conveniently located, round hand railings in corridors and stairways, and slant-type stairs with lipless risers no higher than six inches.

"Cafeterias should be planned to serve two, three, or more meals a day. This not only will help meet the needs of many students with small incomes but also will provide food services for those who come directly from their jobs."

What About Parking Space?

Since many students can be expected to provide their own transportation, adequate parking space is essential. The amount of space needed should not be underestimated. The figures below were taken from *Guidelines for Realistic Facility Planning for Vocational, Technical and Adult Education*, a publication of the Wisconsin State Department of Vocational Education. They were developed as guidelines and hence do not represent a maximum or minimum.

Visitor parking, 20 spaces
One parking space for each full-time student
Approximately 150 cars (plus driveway and turn-around) per acre

To some extent the necessity for parking facilities will be predicated upon the public transportation available. In some cases, it may be necessary to provide bus transportation for adults as well as young day students. In all cases, the parking area should be immediately adjacent to the school.

The USOE publication, *Basic Planning Guide for Vocational and Technical Education Facilities*, will be particularly valuable to educators who are planning facilities for vocational programs. Copies are available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (OE-80040, 20 cents)

What Personnel Will Be Required?

The identity of the director of the area vocational program will depend on the type of organization selected. He may be the state director of vocational education, the county superintendent of schools, the city superintendent, or the chief administrative officer of a special board appointed to operate the area program. Under any administrative pattern, however, the program should have a director who is professionally trained as an experienced specialist in vocational-technical education, and he should be at a policy level in the organizational structure. It is not sufficient that the operating head of the area program be only a successful school administrator. He must be knowledgeable concerning the various aspects of the several fields of study in vocational education. He must, above all, be in harmony with the objectives of vocational education so that his faith in the program will radiate to the citizens of the area. One of the most important jobs of the director is to win the support of school patrons and to

establish and maintain friendly working relations with leaders in industry, labor, business, agriculture education and civic groups.

Any area program of considerable size should have an assistant director on its administrative staff. Usually the assistant director is charged with the promotion of apprenticeship and adult training classes and is normally responsible for the part-time activities and for continued, direct contact with the potential employers of the graduates. He should maintain close relationships with representatives of the various occupational fields which the school serves or may serve. He should have a background of successful industrial experience followed by extensive experience in vocational education. These varied experiences will enable him to serve efficiently as liaison person with industry, business and other cooperating agencies. Because of these many contacts and activities leading to sound public relations, the assistant director, if properly qualified, can be the most important member of the administrative staff.

The efficient and successful operation and growth of the area program will depend upon the ability and initiative of both the administrative and the operating personnel. The staff must plan, operate and direct the program and work to obtain cooperation and support from business, industry, the community, and fellow workers from the cooperating schools.

Vocational teachers must have the general qualities and competencies possessed by all effective teachers. These include interest in the wholesome development of students, sound physical and mental health, worthy moral character, and mastery of the special knowledge, skills and attitudes appropriate to instruction in their special subjects. In addition to the general education and professional preparation required of all teachers, the vocational teacher of shop or practical laboratory subjects must have attained skill through specialized work experience in his field—whether it be agriculture, business and office occupations, home economics, or distributive, industrial, technical or health occupations.

What Curriculum Should Be Offered?

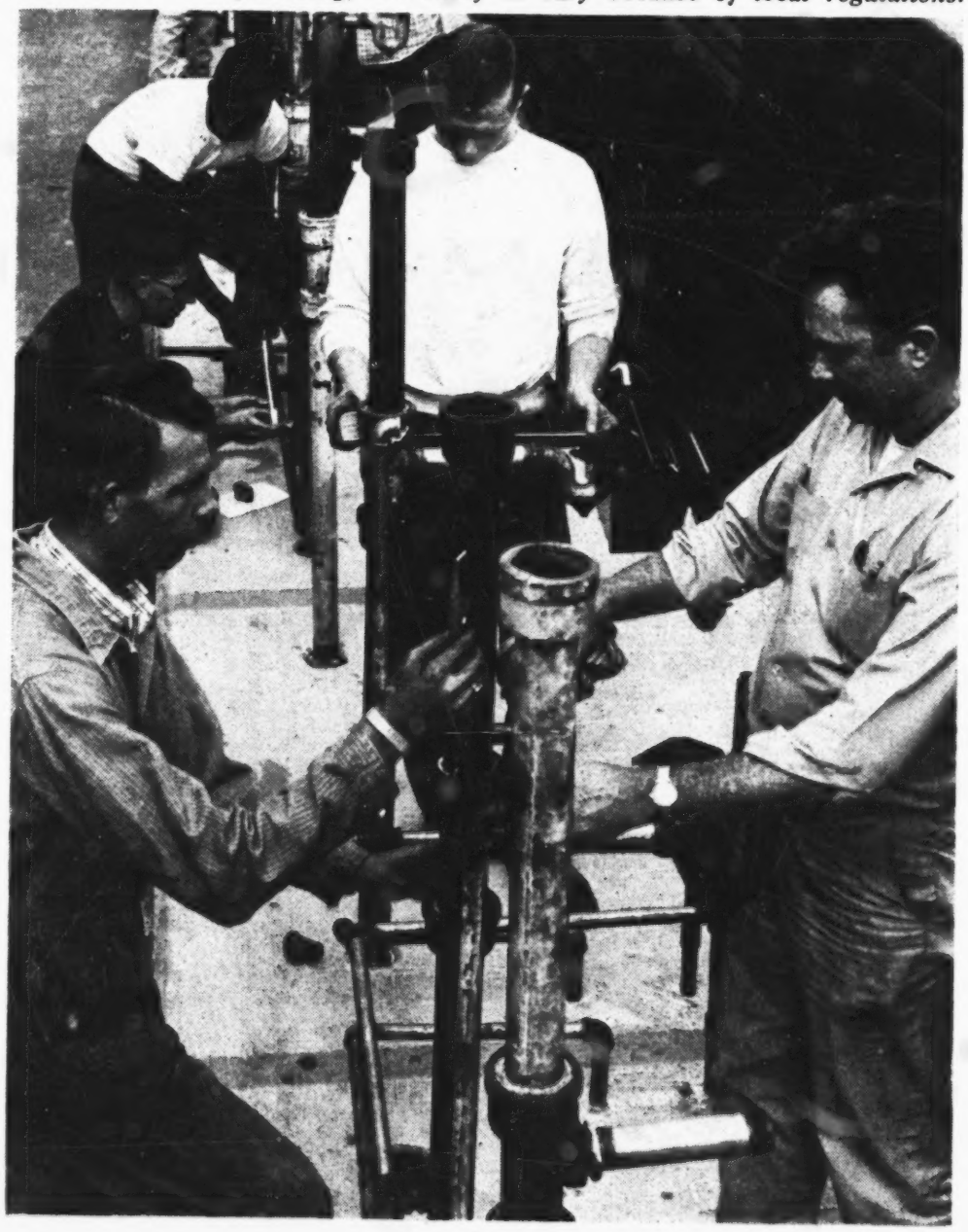
The term curriculum, as used here, means a course of study made up of one or more different subjects and may include subjects classified as occupational practice, applied technical information, and general education. When the function of the school is to provide a complete program of vocational and general education, all three types of subjects will be included in the curriculum for each occupation in which training is offered. If the program provides only the vocational portion of training and education, the subjects are limited to those relating to occupational practice and applied technical information. In this case, the general education subjects will be provided by the high schools or colleges in the area. Under such an arrangement, the formulation of the curriculum should be planned cooperatively with the institutions involved.

Area vocational programs attempt to meet the specific employment requirements of their own localities and those within commuting distance. Some courses are standard throughout the country, but others are subject

to significant regional differences. (For example, construction standards and methods in sections subject to earthquakes are somewhat different from other areas.) Because of local regulations, some occupations such as plumbing vary throughout the nation.

An effective way to determine the occupations for which training should be offered is to survey the labor market. An important consideration here is to extend the survey beyond the immediate locality served by the school.

Training courses for some occupations are standard across the country; other courses, such as plumbing, are likely to vary because of local regulations.



The whole concept of area vocational programs involves a wider outlook, a broader vision than that of the local community, or even of a county or state. One of the most significant developments of present-day society is the movement of population from rural areas to urban and suburban areas. Accompanying this trend are the increased mobility of labor and the interstate nature of commerce and industry. All of which adds up to the conclusion that people must be trained in their local communities, but given training that will qualify them for jobs wherever they are available.

In planning the occupational offerings for an area program, therefore, the training needs of an entire region and adjacent communities, or an entire state, should be taken into consideration. Provision should be made for upgrading employed workers and for the initial training of unemployed workers and persons desirous of changing their occupations. So that training for specific occupations may be distributed throughout the state most advantageously, much of the planning should be done in collaboration with state vocational education officials and with the help of state and local advisory committees. In some fields, one program will suffice to serve the entire state or region, while in other fields, several programs may be required. No local group should plan its program offerings in a vacuum, but should work in cooperation with educational leaders in other parts of the state and with state vocational leaders.

The curriculum should be planned with the help of prospective employers. In fact, training may justifiably be included in the program as a result of special requests from certain business firms and industries. The program should be sufficiently flexible to permit the organization of short-term training courses to satisfy specific immediate manpower needs.

Determining content for occupational instruction is a most important responsibility. After the occupation or occupations to be taught have been determined, the next step is to plan and organize, for each occupation, the content of instruction in occupational practices and applied technical information. This type of subject matter is required during a major part of the instruction, the extent depending on the function of the school and the advice of the state authorities. In some instances, this content may have been determined and organized by other schools or curriculum writers; in such cases, the state vocational officials should be in a position to give advice on its availability and adaptability. If it is not available from any known source, the content may have to be determined by the well-known process of occupational analysis.

The determination of general education content is also very important. Emphasis should be placed on basic mathematics, science or other subjects when applicable to the training requirements of the occupations.

PUBLIC APPROVAL AND AUTHORIZATION

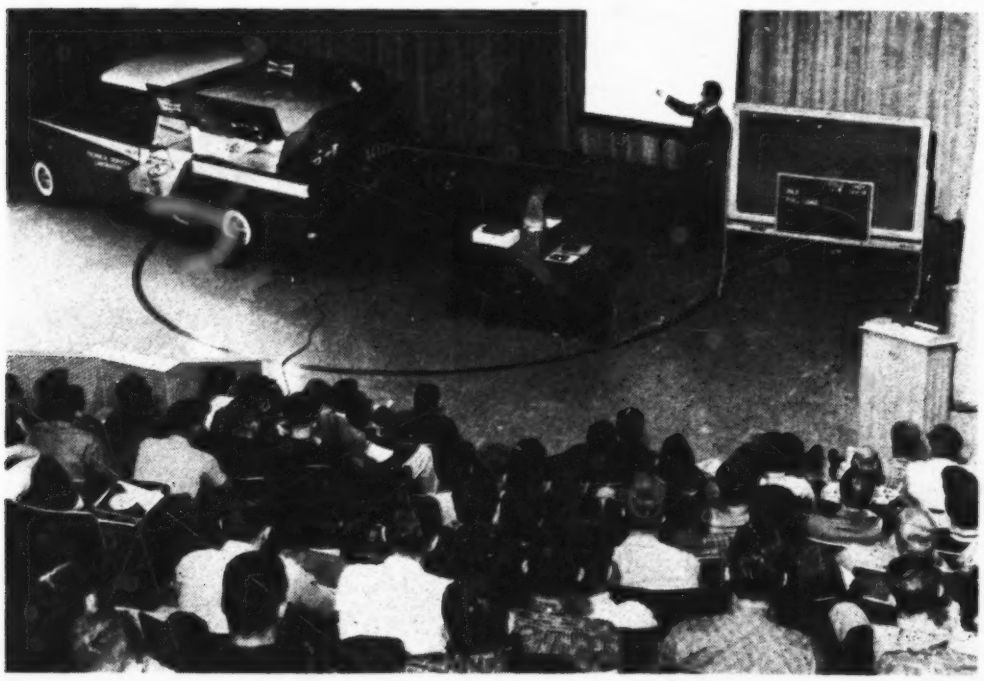
When the area school planners have organized their plan of operation and administration (although details need not be final), they must plead their case before school officials, business, industry, and the public.

The citizens of the area involved must first be shown that the existing pattern of school organization is inadequate to meet the needs of the community. They must be given facts which prove that large segments of the population are not prepared to take their places as productive workers in business and industry for lack of adequate training opportunities. The adverse effects, both economic and social, of the failure to provide adequate vocational training opportunities must be made apparent.

The citizens of the community must be given the facts to convince them that a more effective vocational program for everyone can be attained by a reorganization or a new organization. At this point, the advantages as well as the costs of the proposed area program should be presented in a definite plan.

At this point also, all media of communication—personal contacts, discussion groups, speeches before organizations and community groups, newspaper articles, pamphlets, and local radio and television programs—should be used to publicize the program. The program will need public support not only to vote it into existence but also to insure its successful operation. More than any other aspect of the public school system, vocational education depends upon sustained public relations.

A community service program designed for service station attendants.



MAINTENANCE OF A SOUND PROGRAM

When the area program has been approved, school authorities, with the continued help of advisory committees, will implement the proposed plans. Measures that can be taken to maintain a sound program include the following:

- Analyses of specific occupations for which training will be offered. These studies should be used in developing course content based on skills and knowledge essential for the occupations.
- Development of admission standards based on occupational requirements. Interest and aptitude tests and personal interview should be a part of the process. The assistance of qualified vocational guidance personnel should be sought for this activity.
- Recruitment and training of teachers for the program.
- Development of a plan for continuous evaluation and upgrading of both the program and the personnel. School officials should plan for improvement and make provision for change, for even the best plan will not be perfect in every detail. Advisory committees, coordinating activities, state and area supervision and follow-up procedures should all play an important part in bringing the program up to well-established standards.
- Enlisting the assistance of local officials, including members of the city council, chamber of commerce, service clubs, lay groups, employee associations, and members of the city and county school board.

Student Personnel Services

Vocational guidance personnel are especially important to the optimum efficiency of the program, particularly at the secondary level. It is imperative that guidance services be made available to both youth and adults. Counselors fulfill an important function by helping to select enrollees and by helping each person to find the occupation for which he is most suited. Close attention must be given to the obligation of the school to select persons who can profit by instruction for gainful employment. Students should not be accepted for a given training program unless they meet the qualifications required in a particular occupation. As one measure of eligibility, it is advisable to utilize some of the well-known tests for interest, aptitudes, and dexterity. An applicant's potential is an important factor in admission and may be discovered by an experienced interviewer. Courses in industrial arts and special exploratory courses may also disclose potential ability.

Placement of those who complete the work of any preparatory training course should be a prime objective. In the final analysis, a vocational program is only as effective as its placement record and the efficiency of the individuals it has trained or retrained.

Follow-up studies of graduates are essential to validate courses offered as well as to indicate changes that should be made. Buildings, equipment, staff, and instructional materials—no matter how impressive and up-to-date

—will not build prestige for the program unless graduates find and are able to hold jobs and advance in occupations for which they are trained.

Adequate and effective vocational guidance services for students and graduates can be expected and justified when training operations for a large area are centered in a single school. Some of the services that may be rendered by vocational guidance counselors for preparatory students in an area program are:

- Selection, admission and transfer of students into and out of the program.
- Guidance and counseling of both youth and adult students in matters of training and employment.
- Placement of those who complete training.
- Investigation and study of employment opportunities and trends to assist in curriculum adjustment.
- Provision of information about the vocational program to cooperating schools in the area.
- Carrying on follow-up studies of graduates and dropouts.
- Cooperation with the public employment office.

To effectively discharge their responsibility, vocational guidance personnel should have close relationships with prospective employers. Industry has on occasion requested vocational schools to test employees for purposes of payroll classification. This service should be made available only on request of the employer or government agency.

For the benefit of both, counselors in area programs should work harmoniously with counselors in academic schools. They should visit each other's offices, hold combined workshops and conferences, and together should tour vocational school shops and laboratories and business and industrial firms. Dividends will accrue to students as a result of these cooperative activities.

If counselors observe the standards established by shop and related technical teachers. it is highly probable that the students they recommend to the school will have the aptitude and interest necessary to profit by instruction in a first-rate vocational school.

Publicity

One important task of the area program director and staff is to keep the cooperating school district officials, teachers, students, and parents completely informed about the benefits to be derived from vocational training and the special courses available. This practice, when combined with high standards. will insure the unreserved support of the entire community and attract well-qualified students to the program. Public information activities can be carried on by the guidance personnel or other staff members who may be designated to handle special publicity.

Cooperation with Public Employment Offices

A state that seeks its allotments of federal funds under the Vocational Education Act of 1963 is required to submit, through its state board for

vocational education, a state plan for entering into cooperative arrangements with the public employment offices in the state, the plan to be approved by the state board and by the head of the state employment service. The state employment offices are required to make available to the state board and to local educational agencies, occupational information regarding reasonable prospects of employment in the community and elsewhere. In turn, the state board and local agencies must provide vocational guidance and counseling personnel and make available to public employment offices, information regarding the occupational qualifications of persons leaving or completing vocational education courses. This procedure will assist employment offices in giving occupational guidance and placement service.

*Advisory Committees**

Advisory committees are a necessary part of any vocational program, especially an area school program. The committees serve as the communication links between the school authorities and the interested and employing public. There are two types of committees—general advisory committees and craft committees.

A general advisory committee helps the administration in establishing the school and supports its efforts to meet current needs. This group should be made up of outstanding citizens in business, industry, and civic leadership.

The craft committee is composed of leading craftsmen in the respective occupations represented in the curriculum. A craft committee should be organized for each occupation for which instruction is offered. The chief responsibility of each is to assist in course organization and development and consequently to insure complete and up-to-date instruction. Each group can help in the selection of proper facilities and in developing contacts that will enable the school to place its graduates.

In addition to these standing committees, ad hoc committees are sometimes necessary to resolve special problems on short notice. All of these committees should serve in an advisory, not a decision-making capacity.

---

* Further information and advice concerning advisory committees can be found in the bulletin, *Vocational Advisory Committees*, published by the American Vocational Association.

USE OF FEDERAL FUNDS

For most of this century, national legislators have been concerned with the promotion and development of vocational education, particularly with respect to broadening and expanding its programs to give every person in the United States an opportunity for training. Even so, compared with the total population, a relatively small proportion of youths and adults have had the advantages offered by vocational and technical education—a condition which this nation can no longer afford.

Congressional concern with this problem is manifested in the Vocational Education Act of 1963 (P.L. 88-210). Based on the same philosophy that prompted the passage of the Smith-Hughes Act and subsequent acts authorizing federal aid for vocational education, P.L. 88-210 authorizes federal grants to states to help them maintain, extend, and improve existing programs of vocational education, to develop new programs, and to provide part-time employment for youths who need financial support to continue their vocational training on a full-time basis.

The implementation of P.L. 88-210 (as well as preceding vocational acts) depends entirely on the coordination of state and federal legislation. The allocation of funds to states is contingent on the Commissioner of Education's approval of a state plan which sets forth the policies and procedures to be followed by the state in the use of such funds.

Under the provisions of Section 4 (a) of the Act, a state may designate its allotted funds for a number of purposes, all of which bear directly on the establishment of area programs. It may use the funds to provide vocational education for persons attending high school, persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market, and for persons already in the labor market who need training or retraining to achieve stability or advancement in employment. (Excluded from the latter category are workers already receiving training under the Manpower Development and Training Act, Area Redevelopment Act, and Trade Expansion Act.) Funds may also be used to provide vocational education for persons who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular vocational education program.

A state may designate a portion of its allotment for the construction of area school facilities, including the construction of new buildings; the expansion, remodeling and alteration of existing buildings; site grading and improvement; and architect fees. [Section 6 (c) of the Act stipulates that the federal payments for construction of area school facilities in any fiscal year shall not exceed one half of the cost of each vocational education facility.]

Quality in vocational education is provided for in Section 4 (b) which requires states to use at least 3 percent of their federal allotment for ancillary services and activities. These include training and supervision of

teachers; supervision and evaluation of programs; experimental and demonstration programs; development of instructional materials; and improvement of administration, supervision, and leadership.

The Act provides for advance payment of funds allotted to a state, such payment to be made "on the basis of estimates in such installments and at such times as may reasonably be required for expenditures by the states of the funds so allotted."

There are certain restrictions surrounding the expenditure of funds available under the Vocational Education Act of 1963. Program planners can inform themselves on these restrictions by securing a copy of Public Law 88-210 from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Also helpful in this respect is a document available from the U.S. Office of Education entitled *Rules and Regulations for the Administration of P.L. 88-210.*

A TIMELY CONCEPT

The area program in vocational education is a simple concept, but one with great potential for eliminating the present waste of manpower. Never in the history of American business and industry has there been such a dearth of skilled personnel. Newspapers are filled with want ads in almost every field of employment. At the same time many youths and adults are kept off the labor market for lack of proper training opportunities.

The enlarged unit of administration has long been advocated as an effective means of improving services at all levels of education; for vocational programs, which are highly specialized, cost more than most, and require great flexibility, it has special significance.

To be equitable in its offerings, vocational education must be expansive; it must reach into every hamlet and isolated school district. Consolidation of resources appears to be the most promising answer at the present time.

This is not to suggest that all vocational schools should increase their service areas. Many established vocational schools were started to meet real and specific local needs. Unless economic and social changes demand otherwise, they are justified in pursuing known objectives. However, area programs can expand vocational education to help overcome the paradox of unmet employment needs existing side by side with untrained and idle talent.

ACKNOWLEDGMENTS

We are indebted to many AVA members for their participation in the preparation of the original edition of this booklet. Special commendation is due William Loomis, at that time Program Specialist, Trade and Industrial Education, U.S. Office of Education, and now State Director of Vocational Education, Oregon; Emmett O'Brien, formerly State Director of Vocational Education, Connecticut, now retired; and Clarence L. Greiber, State Director of Vocational Education, Wisconsin.

The Publications Committee is most grateful to the members of an ad hoc committee, all of whom made very substantial contributions to this 1966 revision. Selected because of their first-hand experience with area vocational schools, they are: Mr. Greiber; Ernest Kramer, State Director of Vocational Education, Washington; W. M. Hicks, State Supervisor of Trade and Industrial Education, Georgia; Burr D. Coe, Director, Middlesex County Schools, New Brunswick, N.J.; Wayne W. Miller, Director, Oklahoma State Tech, Okmulgee, Okla.; Joseph Murphy, State Director of Vocational Education, Connecticut; and Michael Russo, Assistant Director, Program Planning and Development Branch, Division of Vocational and Technical Education, U.S. Office of Education.

Gilbert G. Weaver, Chairman
Publications Committee, AVA